DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Office of Family and Public Engagement

Meeting Notes

Chancellor's Community Forum
August 26, 2009
6:30 pm
Savoy Elementary School
Facilitators: Michael Moody, Special Advisor to the Chancellor on Academics, and Tasha Franklin-Johnson, Deputy Chief Academic Officer

Overview:

Attendees had questions about a variety of academic initiatives for the 2009-2010 school year.

Attendance:

6 representatives from Community-Based and Academic Organizations
4 parents
2 attendees joined after introductions

Notes:

Issue	Comments
High School Graduation What efforts or initiatives are underway to prevent students from dropping out of school?	▪ New Office of Secondary Transformation focused on ensuring high-quality high schools, from course offerings to operations. ▪ Partnership schools – partnering with organizations that have shown success in turning around secondary schools. ▪ Teaching and Learning Framework is about high-quality instruction, which is key to keeping students interested and engaged in school.
Customer service from school staff when working with parents is important.	▪ Our Effective Schools Framework includes Family and Community Engagement, which is measured in part by customer service. ▪ Principals Academy – One of last year's sessions specifically focused on customer service.

What is the district's strategy for Career and Technical Education?	▪ Career and Technical Education (CTE) fits into the larger picture by providing options to meet students' interest but ensuring that students have the knowledge and skills to be college or work ready; providing access to choices after graduation. ▪ Catalyst is also an attempt to carry this strand K-12 across the district through STEM, Fine Arts, and World Language. ▪ CTE now lives in Secondary Transformation. We want those opportunities to be liberating for students not to pigeonhole them.
Where does character education live in DCPS?	▪ The Full Service School (FSS) model and Schoolwide Applications Model (SAM) incorporate the elements but may be called different names (Positive Behavior Supports; Respect Centers) ▪ Our new discipline code has aspects of character education as well.
What is the process for vetting programs that are involved or want to be involved in schools during the school day? We know you have vetted the afterschool providers.	▪ We need to build a vetting process now that we have the tools (Frameworks) and a needs assessment. ▪ We want to be able to align the work and track metrics of success. ▪ Our new manager of afterschool programs is from a Community Based Organization (CBO) and was part of the working group. She understands that we want to make the afterschool programs linked to the school day to become extended learning time. ▪ We are working to make sure afterschool providers have the data they need to make educated decisions about what students needs to accelerate their learning.
The Gear-Up program was great, and we do not have that program anymore.	▪ Both CBOs and the district are faced with real budget pressures given the economy. We will work with the Office of the State Superintendent of Education on programs such as Gear-Up (funded by a federal grant to OSSE which expired).
Guidance and Counseling at High Schools	▪ The goal of college/work readiness cannot reside solely with the guidance counselor. It is a school-wide initiative that needs all adults to be invested. For example, some success is shown with having an Advisory Model in 9th grade to pair each student with an adult. ▪ The role of high school counselors is not just making sure students are scheduled in the right classes. It is about guiding students to be ready for college/work and supporting a school-wide effort to do this.